



KENTUCKY DEPARTMENT OF EDUCATION
CAPITAL PLAZA TOWER - 500 MERO STREET - FRANKFORT, KENTUCKY 40601
Gene Wilhoit, Commissioner of Education

During the spring of the 2000-2001 school year, end-of-primary, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th and 12th grade students participated in the Kentucky Core Content Test (KCCT), the National Norm Referenced Test (NRT), the writing portfolio and the alternate portfolio components of the Commonwealth Accountability Testing System. This new assessment and accountability system was designed by the Kentucky Board of Education through a broad, collaborative process that involved educators, legislators, citizens, the School Curriculum, Assessment, and Accountability Council, the Education Assessment and Accountability Review Subcommittee, the Office of Educational Accountability, and the National Technical Advisory Panel on Assessment and Accountability. These tests include:

- written tests comprised of open-response and multiple-choice questions in reading, mathematics, science, social studies, arts and humanities, practical living/vocational studies and an on-demand writing prompt
- a writing portfolio consisting of writing samples demonstrating students' skill in writing
- a national norm referenced test in reading, language arts and mathematics
- alternate portfolios for students with severe disabilities

The KCCT assessments were developed under direction of the content advisory committees of Kentucky educators who drafted, reviewed, and selected test questions. Items also were reviewed by a bias review committee to enhance fairness within the assessment.

This report is the first comprehensive report that reflects the application of the newly developed student performance standards to the KCCT. The 1999 and 2000 data have been revised to reflect these new student performance standards, putting all three years of KCCT data on the same and comparable scale. These new standards are accompanied by more thorough descriptions of Novice, Apprentice, Proficient, and Distinguished expectations specific to the subject being assessed at the grade being assessed. This should allow instruction to better focus on both the content to be taught and on how well students must demonstrate achievement in each content area.

This report includes three years of trend data: spring 1999, 2000 and 2001. While single years of assessment data are often interesting, the Kentucky Department of Education strongly encourages the use of the longer trend data and professional teacher judgment when making important decisions from data such as that included in this report.

These scores can best be compared to the absolute standard of proficiency we want all Kentucky students to attain. Analyze your results in terms of where you are in each subject toward the goal of 100 and determine needed curricular and instructional strategies that will assist your school in achieving these goals. Because the Kentucky Core Content Test has the *Core Content for Assessment* and the new and more descriptive student performance standards as its foundation, decisions about student achievement and plans for continuous improvement can be guided by a complete analysis of your results.

Please feel free to contact the staff of the Department of Education for assistance in interpreting and using assessment information.

SPRING 2001
KENTUCKY PERFORMANCE REPORT

School: Colonel William Casey Elementary
District: ADAIR CO
Code: 001095
Grade: PRIMARY-04

This school does not have an Accountability Classification because it is a Joint School

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SPRING 2001 KENTUCKY PERFORMANCE REPORT Introduction

This electronic Kentucky Performance Report is based on the Spring 2001 administration of the Kentucky Core Content Test, writing portfolio, alternate portfolio and National Norm Referenced Test (NRT) results for students in grades end-of-primary (EP), 4, 5, 6, 7, 8, 9, 10, 11 and 12. The report summarizes information for the school, district and state. These results also reflect performance of students participating in the *Commonwealth Accountability Testing System* Alternate Portfolio Assessment: forth-, eighth, or twelfth-grade.

Students in Grades 4,5,7,8,10, 11 and 12 completed batteries of open-response and multiple-choice questions (referred to as the Kentucky Core Content Tests) in selected contents for each grade.

	EP	4	5	6	7	8	9	10	11	12
Reading										
Mathematics										
Science										
Social Studies										
Arts & Humanities										
Practical Living/Vocational Studies										
Writing										
NRT										

In reading, mathematics, science and social studies, 6 forms of the test were administered, each containing 6 open-response and 24 multiple-choice questions used for reporting and accountability purposes. (Each form also included an additional open-

response item and 4 multiple-choice items for field test purposes, bringing the total to 7 open-response and 28 multiple-choice. Field test items are not included in reporting or accountability data.)

In arts & humanities and practical living/vocational studies, there were 12 forms of the assessment, each containing 2 open response and 8 multiple-choice items used for reporting and accountability purposes. (An additional open-response and 4 multiple-choice items were included for field test purposes.)

Writing data are based on the administration of writing prompts distributed across 6 forms (students select one of two prompts) and the writing portfolio.

Multiple-choice questions are included in the 2001 data reported here and are combined with the open response data. They are included such that multiple-choice data are weighted at approximately 33% and open-response items at a weight of approximately 67%.

Students in grades end-of-primary, 6 and 9 completed batteries of multiple-choice questions on the CTBS/5 (referred to as the National Norm Referenced Test) in selected content areas of reading, language arts and mathematics.

Schools are held accountable for all of the students enrolled in the school as of the first day of the testing window.

Kentucky law states that, "schools shall expect a high level of achievement of all students." It also states that, "schools shall be rewarded for an increased proportion of successful students, including those students who are at risk of school failure."

Therefore, there are virtually no exemptions from the testing. Students not included in the data summarized here include:

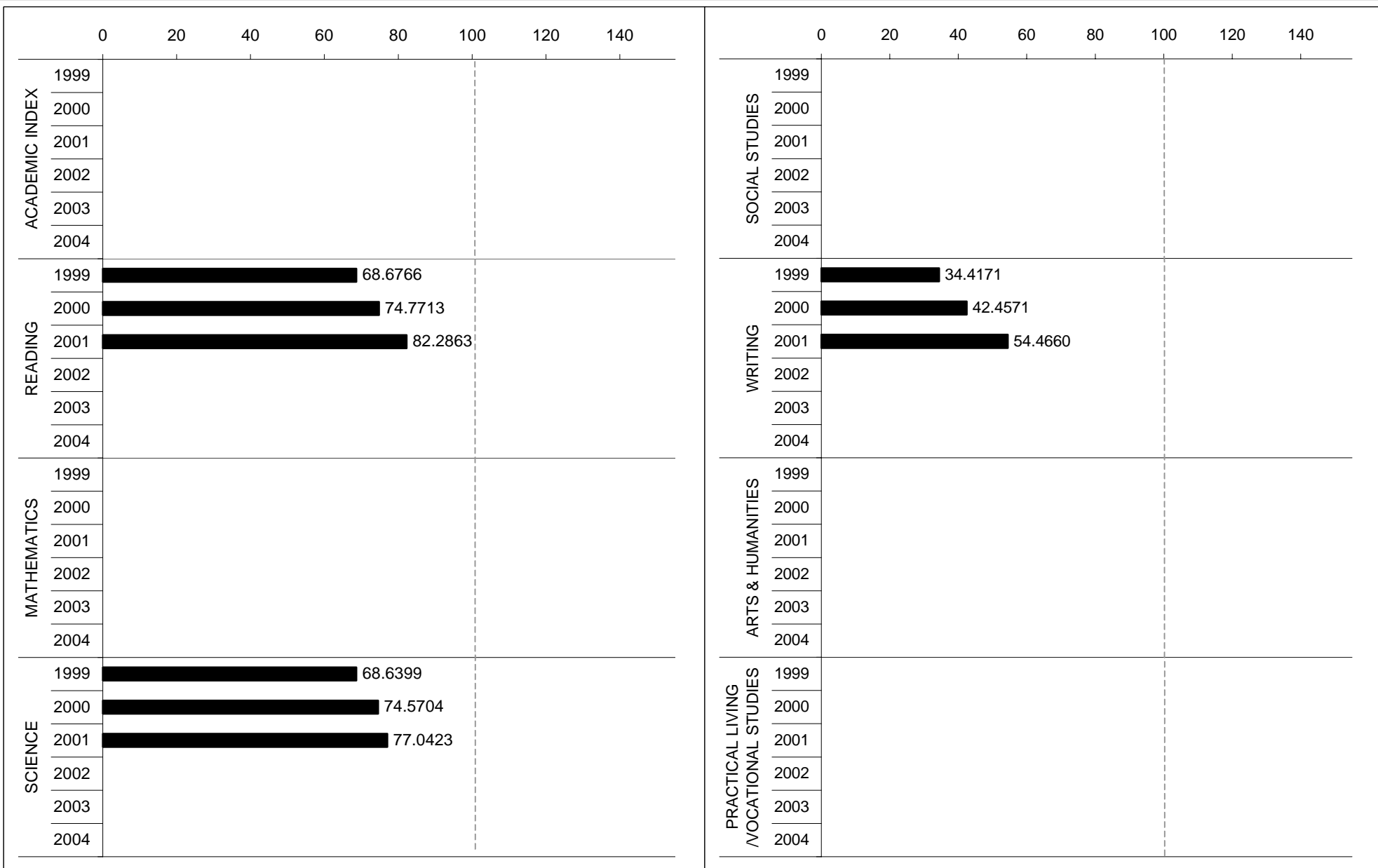
- Foreign exchange students.
- Students determined to be medically unable to participate in the assessment.
- (at the school's option) Limited English-speaking students who have been enrolled in an English-speaking school for fewer than two years.

The number and percent of students who did not participate for these reasons are provided in this report. Any other student for whom the school is accountable but who was not tested is assigned to the "Novice Non-Performance" level. The number and percentage of students who received this type of "Novice" rating are also in the report.



SPRING 2001
KENTUCKY PERFORMANCE REPORT
ACADEMIC TREND DATA
CONTENT AREA INDICES BY YEAR

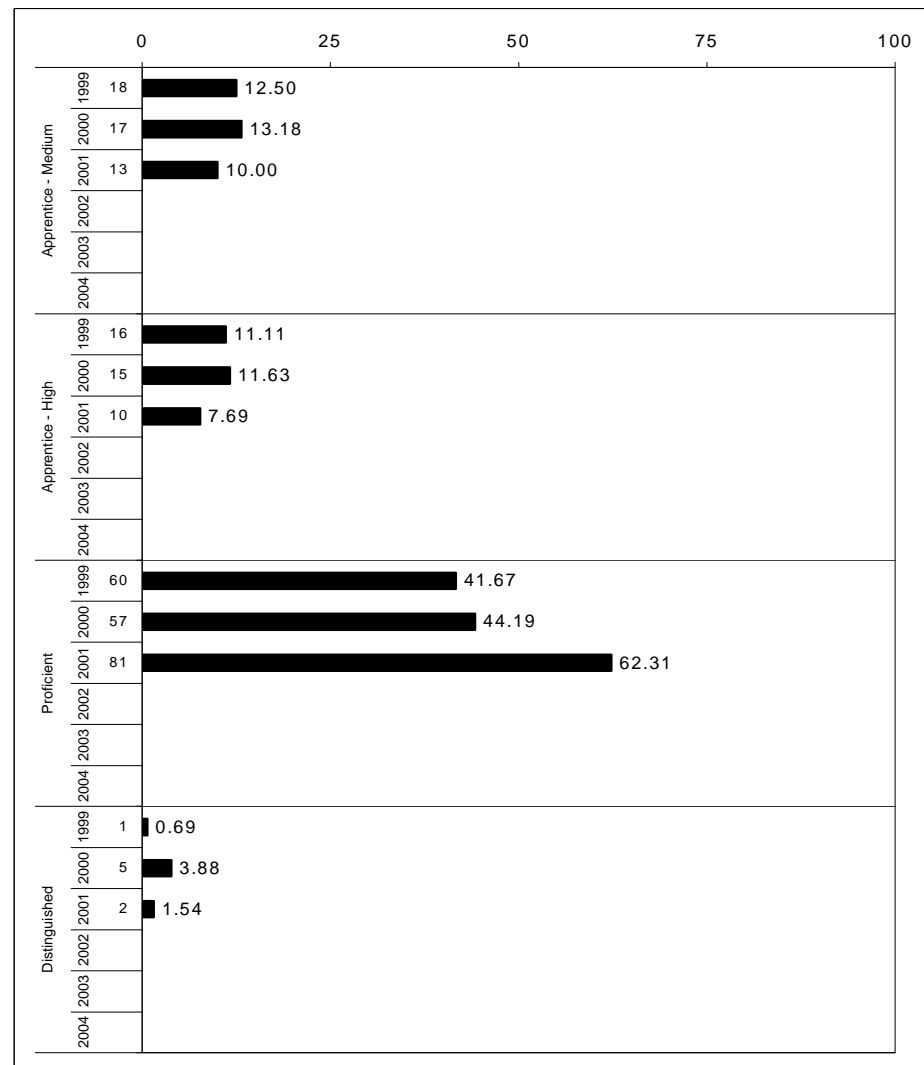
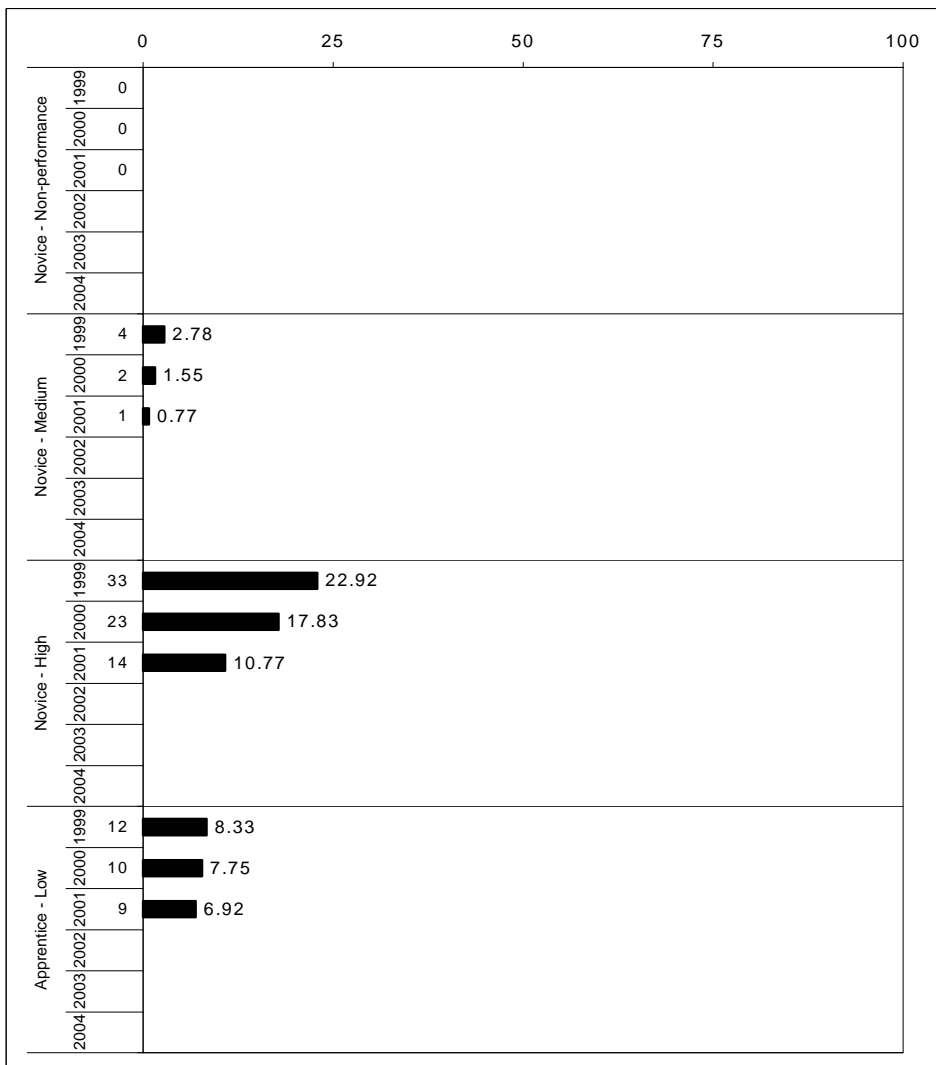
School: Colonel William Casey Elementary
 District: ADAIR CO
 Code: 001095
 Grade: 04





SPRING 2001
KENTUCKY PERFORMANCE REPORT
READING TREND DATA
Count and Percent

School: Colonel William Casey Elementary
 District: ADAIR CO
 Code: 001095
 Grade: 04





SPRING 2001
KENTUCKY PERFORMANCE REPORT
READING SUBSCORES

School: Colonel William Casey Elementary
 District: ADAIR CO
 Code: 001095
 Grade: 04

READING SUB-DOMAIN MEAN SCORES

	Number of Items	School Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Literary	75	2.3	2.2									
Informational	35	2.3	2.3									
Persuasive	15	2.2	2.2									
Practical/Workplace	25	2.2	2.2									

School: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The shaded area indicates this expected variation.

READING QUESTIONNAIRE DATA

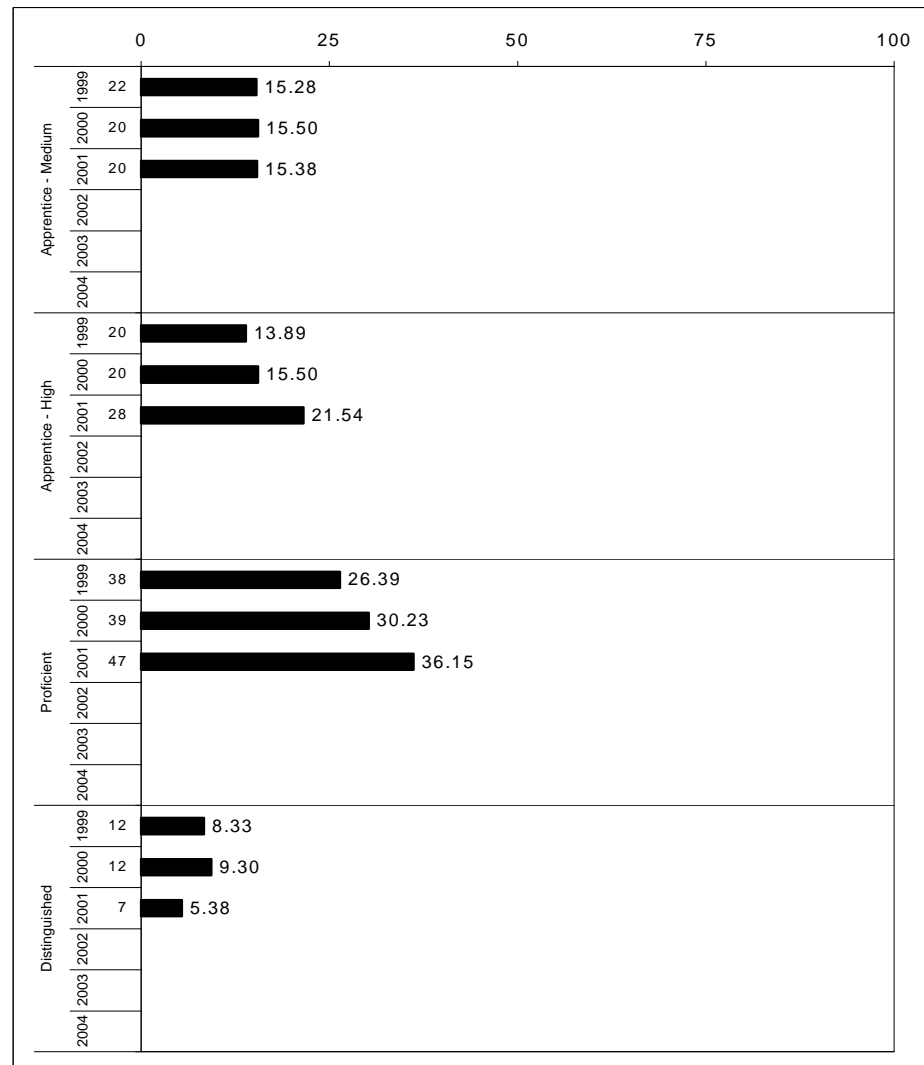
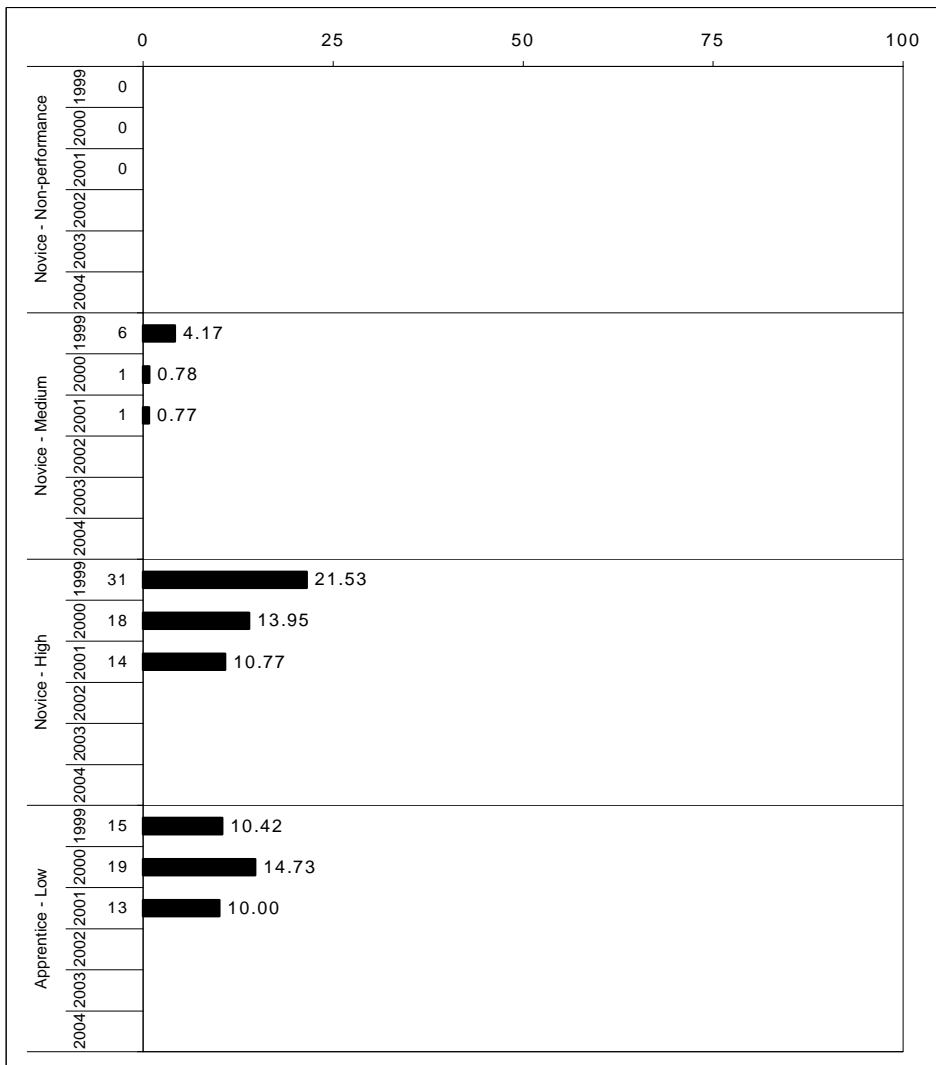
() = State Percentage	No Time			Less Than 1 Hour			1-2 Hours			3-4 Hours			More Than 4 Hours			Invalid Response		
39 On a typical school day, how much time do you spend reading in classes other than reading class?	5	4%	(4%)	80	63%	(52%)	25	20%	(32%)	10	8%	(6%)	4	3%	(4%)	4	3%	(1%)
In your class, how often do you do the following things?				Sometimes but not						Two or Three times			Four or Five times					
	Never			every Week			Once a Week			a Week			a Week			Invalid Response		
40 listen to an adult read aloud	13	10%	(7%)	45	35%	(32%)	18	14%	(10%)	17	13%	(16%)	32	25%	(34%)	3	2%	(1%)
41 use a chart or web when you read	49	38%	(38%)	53	41%	(32%)	11	9%	(10%)	9	7%	(10%)	4	3%	(8%)	2	2%	(2%)
42 read stories, poems, or books other than a textbook	12	9%	(5%)	30	23%	(24%)	18	14%	(13%)	35	27%	(21%)	31	24%	(35%)	2	2%	(1%)
43 read newspapers or magazines	44	34%	(24%)	40	31%	(32%)	20	16%	(18%)	8	6%	(13%)	14	11%	(12%)	2	2%	(1%)
44 spend time thinking or talking about what you are going to read BEFORE you read	40	31%	(23%)	30	23%	(29%)	16	13%	(15%)	19	15%	(16%)	19	15%	(17%)	4	3%	(1%)
45 use a computer to read poems, articles, stories, or books	72	56%	(46%)	27	21%	(25%)	7	5%	(10%)	11	9%	(9%)	8	6%	(8%)	3	2%	(1%)
46 use a computer to answer questions about poems, articles, stories or books you have read	57	45%	(38%)	30	23%	(26%)	11	9%	(12%)	10	8%	(11%)	18	14%	(11%)	2	2%	(1%)
47 write about what you read	39	30%	(16%)	33	26%	(39%)	19	15%	(15%)	22	17%	(15%)	12	9%	(14%)	3	2%	(2%)
48 talk about what you read with a teacher or other students	27	21%	(15%)	45	35%	(34%)	18	14%	(14%)	12	9%	(17%)	22	17%	(19%)	4	3%	(1%)

Student questionnaire results analyses reflect data as scanned from student answer documents. These analyses are based on tested students. Percentages across a question's response may not add to 100% due to information not provided by students or rounding.



SPRING 2001
KENTUCKY PERFORMANCE REPORT
SCIENCE TREND DATA
Count and Percent

School: Colonel William Casey Elementary
 District: ADAIR CO
 Code: 001095
 Grade: 04

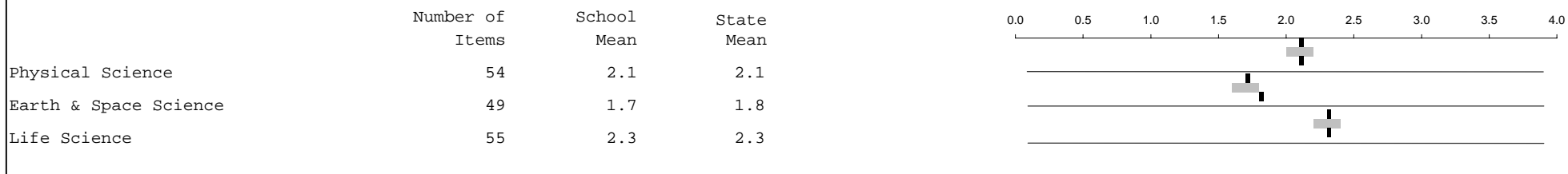




SPRING 2001
KENTUCKY PERFORMANCE REPORT
SCIENCE SUBSCORES

School: Colonel William Casey Elementary
 District: ADAIR CO
 Code: 001095
 Grade: 04

SCIENCE SUB-DOMAIN MEAN SCORES



School: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The shaded area indicates this expected variation.

SCIENCE QUESTIONNAIRE DATA

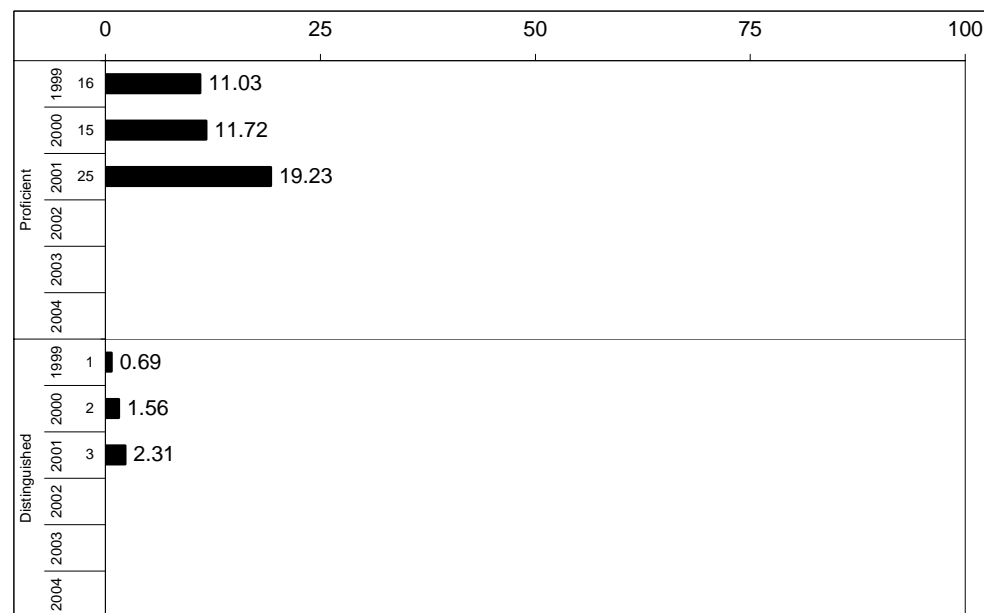
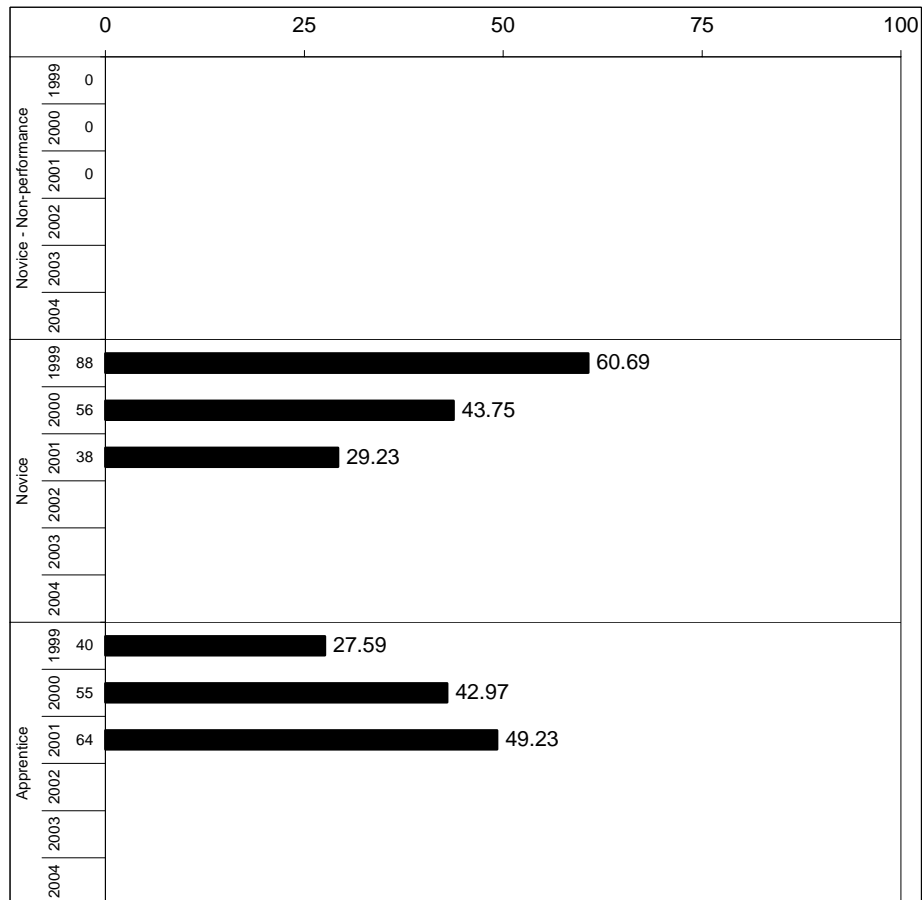
In your class, how often do you do the following things? () = State Percentage	Never		Sometimes but not every Week		Once a Week		Two or Three times a Week		Four or Five times a Week		Invalid Response	
39 read from a textbok	18	14% (13%)	40	31% (30%)	14	11% (10%)	22	17% (19%)	31	24% (26%)	3	2% (1%)
40 read about science in magazines or books other than a textbook	47	37% (20%)	30	23% (36%)	20	16% (15%)	15	12% (15%)	13	10% (12%)	3	2% (2%)
41 work on worksheets	3	2% (3%)	45	35% (23%)	20	16% (11%)	36	28% (24%)	21	16% (38%)	3	2% (2%)
42 work with other students in pairs, small groups or teams	35	27% (7%)	67	52% (52%)	14	11% (15%)	4	3% (16%)	4	3% (9%)	4	3% (2%)
43 watch your teacher do a science experiment/demonstration	38	30% (8%)	52	41% (48%)	6	5% (16%)	16	13% (15%)	13	10% (12%)	3	2% (2%)
44 watch a video	5	4% (4%)	72	56% (49%)	20	16% (17%)	19	15% (16%)	9	7% (11%)	3	2% (2%)
45 do experiments/investigations about things in which you are interested	45	35% (14%)	50	39% (44%)	14	11% (17%)	11	9% (14%)	4	3% (9%)	4	3% (2%)
46 do experiments/investigations about things your teacher wants you to study	34	27% (9%)	48	38% (40%)	22	17% (18%)	11	9% (17%)	9	7% (15%)	4	3% (2%)
47 use equipment like rulers or magnets in your experiments/investigations	40	31% (8%)	45	35% (44%)	22	17% (17%)	10	8% (16%)	8	6% (12%)	3	2% (2%)
48 draw or write about your investigations	44	34% (11%)	41	32% (39%)	20	16% (18%)	14	11% (17%)	6	5% (14%)	3	2% (2%)
49 talk about your investigations with a teacher or other students	58	45% (13%)	28	22% (36%)	19	15% (16%)	14	11% (16%)	5	4% (16%)	4	3% (2%)

Student questionnaire results analyses reflect data as scanned from student answer documents. These analyses are based on tested students. Percentages across a question's response may not add to 100% due to information not provided by students or rounding.



SPRING 2001
KENTUCKY PERFORMANCE REPORT
WRITING PORTFOLIO TREND DATA
Count and Percent

School: Colonel William Casey Elementary
 District: ADAIR CO
 Code: 001095
 Grade: 04



NOTE: Writing Portfolio results reported above are as assigned by school/district and/or audit scorers.

4. Did you keep a working writing folder before this school year?

YES		NO		INVALID RESPONSE	
95	74% (69%)	15	12% (26%)	18	14% (5%)

Percentages may not sum to 100% due to rounding.

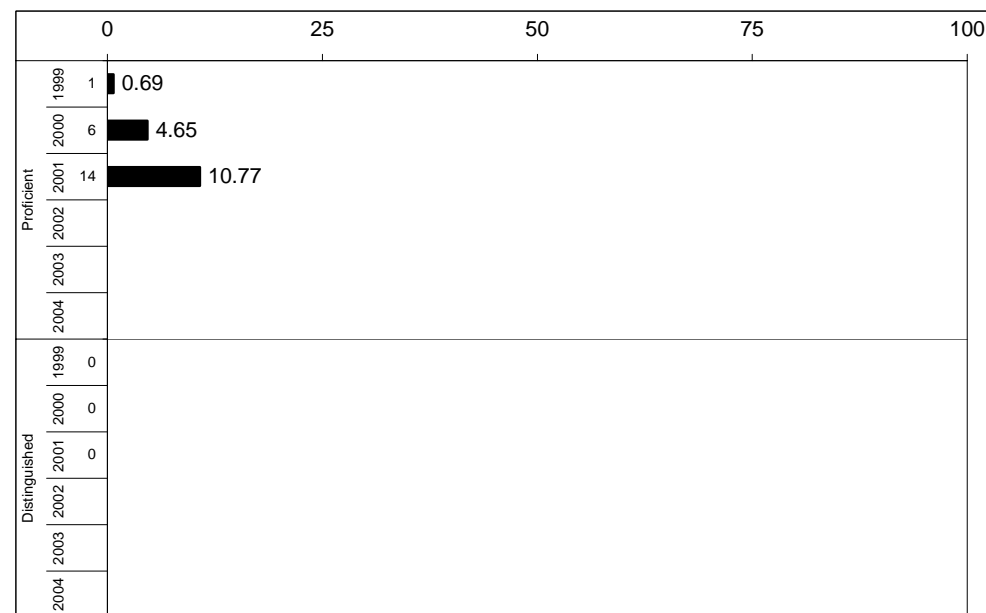
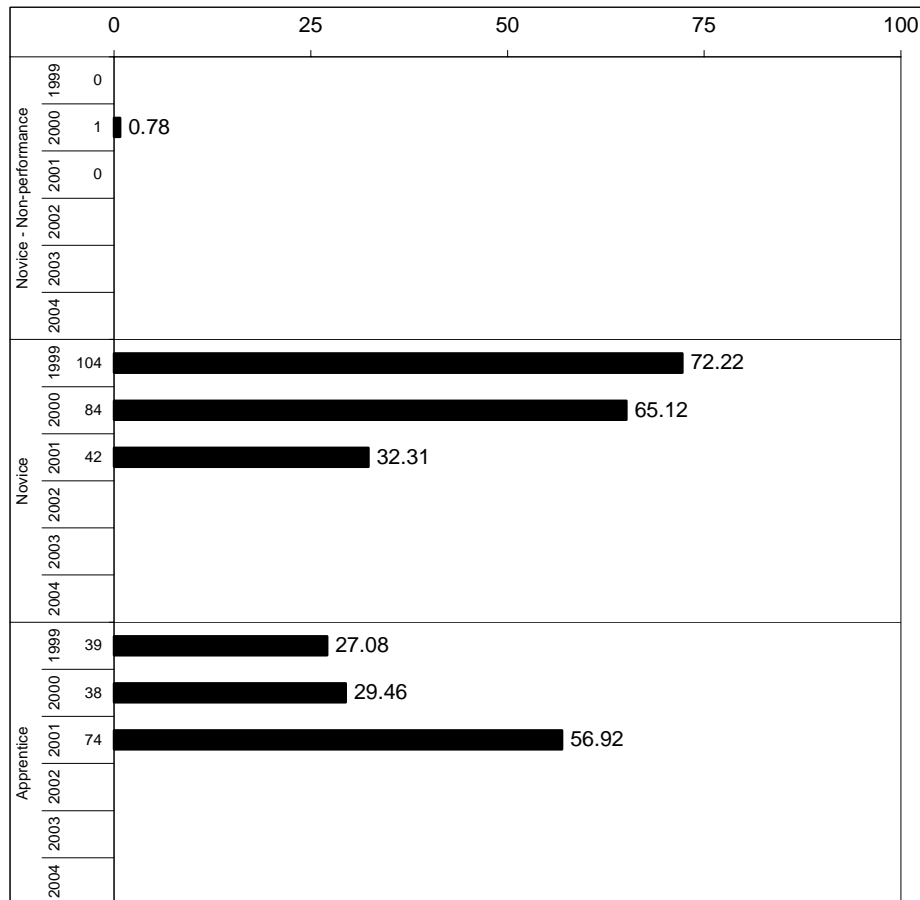
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SPRING 2001
KENTUCKY PERFORMANCE REPORT
ON-DEMAND WRITING TREND DATA
Count and Percent

School: Colonel William Casey Elementary
 District: ADAIR CO
 Code: 001095
 Grade: 04



													SOMETIMES BUT																	
													NOT EVERY WEEK			ONCE A WEEK		2 OR 3 TIMES A WEEK		4 OR 5 TIMES A WEEK		INVALID RESPONSE								
													NEVER																	
3. How often have you written in the forms asked for the On-Demand section of this test?													1	1%	(3%)	62	48%	(48%)	13	10%	(12%)	16	13%	(17%)	18	14%	(15%)	18	14%	(5%)

Percentages may not sum to 100% due to rounding.

Run Date: 11/29/2001

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SPRING 2001
KENTUCKY PERFORMANCE REPORT
DATA DISAGGREGATION

School:	Colonel William Casey Elementary
District:	ADAIR CO
Code:	001095
Grade:	04

	Number of Students	Pct. of Total	Reading			Science			On-Demand Writing			Writing Portfolio		
			N	A	P/D	N	A	P/D	N	A	P/D	N	A	P/D
Total	128		12%	23%	65%	12%	46%	42%	33%	56%	11%	30%	48%	22%
Gender:														
Female	70	55%	10%	19%	71%	10%	47%	43%	23%	63%	14%	20%	51%	29%
Male	58	45%	14%	29%	57%	14%	45%	41%	45%	48%	7%	41%	45%	14%
(Not Coded)														
Ethnicity														
White (Non-Hispanic)	114	89%	11%	24%	66%	9%	47%	44%	31%	58%	11%	29%	47%	24%
African-American	8	6%												
Hispanic														
Asian	1	1%												
Other	3	2%												
(Not Coded)	2	2%												
Served by Title I	128	100%	12%	23%	65%	12%	46%	42%	33%	56%	11%	30%	48%	22%
Served by Migrant Program	4	3%												
Students with Limited English Proficiency														
Served by Extended School Services	20	16%	25%	40%	35%	25%	60%	15%	35%	65%		45%	50%	5%
Served by Gifted and Talented Program	20	16%					20%	80%		70%	30%		45%	55%
Free and Reduced Lunch Program														
Participating Students	79	62%	19%	30%	51%	19%	53%	28%	43%	52%	5%	41%	51%	9%
Not Participation (includes not coded)	49	38%		12%	88%		35%	65%	16%	63%	20%	12%	45%	43%
Disability Status														
Students without Disabilities (includes not coded)	113	88%	9%	21%	70%	7%	47%	46%	27%	61%	12%	23%	52%	25%
Students with Disabilities	15	12%	33%	40%	27%	47%	40%	13%	80%	20%		80%	20%	
Tested with Accommodations	9	7%												
Tested without Accommodations	6	5%												
Alternate Portfolio	2	2%												
	Number	Exemptions:			Medical		LEP		Other					
					On-Demand									
					Portfolio									

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding.



SPRING 2001
KENTUCKY PERFORMANCE REPORT
SUMMARY DATA and DESCRIPTIVE
STATISTICS

School: Colonel William Casey Elementary
District: ADAIR CO
Code: 001095
Grade: 04

	School	District	State	School		District		State	
				Number	%	Number	%	Number	%
Reading				128		201		49,561	
1999	68.6766	68.5050	78.8842	Number Tested					
2000	74.7713	73.7792	79.9438	Gender:					
2001	82.2863	85.0121	80.7021	Female		70	55%	111	55%
2002				Male		58	45%	90	45%
2003				(Not Coded)		0		0	
2004								45	
Science				Ethnicity					
1999	68.6399	67.4900	70.1555	White (Non-Hispanic)		114	89%	186	93%
2000	74.5704	71.3162	72.9790	African-American		8	6%	9	4%
2001	77.0423	79.4739	77.0231	Hispanic					
2002				Asian		1	1%	1	
2003				Other		3	2%	3	1%
2004				(Not Coded)		2	2%	2	1%
Writing				Served by Title I		128	100%	201	100%
1999	34.4171	37.3941	51.9626	Served by Migrant Program		4	3%	7	3%
2000	42.4571	43.8561	54.2193	Students with Limited English Proficiency					
2001	54.4660	57.9157	58.6745					174	
2002				Served by Extended School Services		20	16%	40	20%
2003				Served by Gifted and Talented Program		20	16%	40	20%
2004				Free and Reduced Lunch Program					
				Participating Students		79	62%	125	62%
				Not Participation (includes not coded)		49	38%	76	38%
				Disability Status					
				Students without Disabilities (includes not coded)		113	88%	180	90%
				Students with Disabilities		15	12%	21	10%
				Tested with Accommodations		9	7%	15	7%
				Tested without Accommodations		6	5%	6	3%
				Alternate Portfolio		2	2%	2	1%
				Medical Exemptions					
				Portfolios					70
				On-Demand					117
				LEP Exemptions					222
				Portfolios					217
				On-Demand					545
				Other Exemptions				1	13
				Portfolios					
				On-Demand					

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding



SPRING 2001
KENTUCKY PERFORMANCE REPORT
QUESTIONNAIRE DATA

School: Colonel William Casey Elementary
 District: ADAIR CO
 Code: 001095
 Grade: 04

() = State Percentage

For each part of the test, how many of the questions tested things you learned in school?

	NONE OF THE QUESTIONS			SOME OF THE QUESTIONS			MOST OF THE QUESTIONS			ALL OF THE QUESTIONS			INVALID RESPONSE		
1. READING part of test	11	9%	(5%)	45	35%	(28%)	54	42%	(44%)	14	11%	(22%)	4	3%	(1%)
2. SCIENCE part of test	1	1%	(2%)	33	26%	(20%)	67	52%	(52%)	24	19%	(25%)	3	2%	(1%)

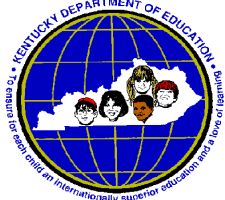
How Well do you think you did on each part of the test?

	I DID VERY POORLY			I DID POORLY			I DID WELL			I DID VERY WELL			INVALID RESPONSE		
1. READING part of test	3	2%	(1%)	2	2%	(2%)	85	66%	(61%)	36	28%	(34%)	2	2%	(1%)
2. SCIENCE part of test	3	2%	(1%)	7	5%	(3%)	81	63%	(58%)	34	27%	(36%)	3	2%	(2%)
3. WRITING part of test	2	2%	(1%)	2	2%	(2%)	67	52%	(51%)	39	30%	(42%)	18	14%	(5%)

How hard did you try on each part of the test?

	I DID NOT TRY			I TRIED A LITTLE			I TRIED A LOT			I TRIED VERY HARD			INVALID RESPONSE		
1. READING part of test	3	2%	(3%)	6	5%	(3%)	25	20%	(18%)	92	72%	(74%)	2	2%	(1%)
2. SCIENCE part of test	3	2%	(3%)	5	4%	(3%)	28	22%	(16%)	90	70%	(76%)	2	2%	(2%)
3. WRITING part of test	1	1%	(2%)	1	1%	(2%)	15	12%	(12%)	95	74%	(80%)	16	13%	(5%)

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students. Percentages may not add to 100%.



SPRING 2001
KENTUCKY PERFORMANCE REPORT
NATIONAL NORM REFERENCED TEST (NRT)
MIDPOINT REPORTS

School: Colonel William Casey Elementary
District: ADAIR CO
Code: 001095
Grade: EP

SCHOOL LEVEL NRT Accountability Data by Year

End-of-Primary

Year	Number of Accountable Students	No Score (Weight = 0)		NP of 1-24 (Weight = 0)		NP of 25-49 (Weight = 60)		NP of 50-74 (Weight = 100)		NP of 75-99 (Weight = 140)	
		Number	%	Number	%	Number	%	Number	%	Number	%
1999	123	2	1.6	13	10.6	30	24.4	37	30.1	41	33.3
2000	128	1	0.8	16	12.5	32	25	41	32	38	29.7
2001	133	0	0	16	12	25	18.8	44	33.1	48	36.1
2002											
2003											
2004											

CTB and accountability scores may differ because of accountability calculations that exempt students or because A2-A6 school students are tracked back to A1 schools. To protect anonymity, no performance data are reported if category includes fewer than 10 students. Percentages may not sum to 100% due to rounding.



SPRING 2001
KENTUCKY PERFORMANCE REPORT
ACCOUNTABILITY TREND

School: Colonel William Casey Elementary
 District: ADAIR CO
 Code: 001095
 Grade: Elementary

Academic Index				
	1999	2000	2001	2002
Reading	68.6766	74.7713	82.2863	
Mathematics				
Science	68.6399	74.5704	77.0423	
Social Studies				
Arts and Humanities				
Prac. Living/Voc. Studies				
Writing	34.4171	42.4571	54.4660	
Total Academic Index				

National Norm Referenced Test Index				
	1999	2000	2001	2002
CTBS/5 Survey	91.3821	88.5938	94.8872	

Elementary Accountability Index				
	1999	2000	2001	2002
Accountability Index				

Non-Academic Indicators **				
	1999	2000	2001	2002
Attendance Rate	94.68	95.43	95.60	
Dropout Rate				
Retention Rate	0.00	1.40	1.57	
Successful Transition to Adult Life				
Non-Academic Index	95.7440	96.0640	96.1660	

** Nonacademic Indicators are lagged one year. For example 1999 values are for data collected in 1998, 2000 values are for data collected in 1999, etc.

Number of Accountability Students				
	1999	2000	2001	2002
Number Tested End of Primary	123	128	133	
Number Tested Grade 4	144	129	130	